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ABSTRACT

The importance of art education in Missouri's schools is documented. This guide is based on the premise that studying art stimulates and fosters creativity, and cognitive skills as well as enhances cultural awareness and communication. Enrollment, time allotments, and credit requirements are outlined for art education at all levels. For each grade level, K-12, key skills and competencies needed to help students explore and develop skills for understanding, experiencing, and evaluating visual art are identified. The elements of art and principles of design also are outlined. The remainder of the document is devoted to developmental charts that suggest when teachers should introduce and reinforce the following skills and themes: (1) know appropriate art media, methods and tools, and the artistic problem-solving processes; (2) recognize and successfully employ the elements and principles of design; (3) understand that people have visually recorded experiences and expressed ideas throughout time; (4) demonstrate an understanding of the role of art in a social context; (5) describe, interpret, and judge works of art, and use appropriate art vocabulary to explain the evaluations; and (6) demonstrate an understanding of personal, group, and cultural relationships and interactions with art. (KM)

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Art Competencies and Key Skills for Missouri Schools

For Kindergarten through Advanced High School Art

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June 1990

Developed by the Missouri Art Education Association in cooperation with the Missouri Department of Elementary and Secondary Education

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Art Competencies and Key Skills for Missouri Schools

For Kindergarten Through Advanced High School Art

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FOREWORD

The study of visual art is an essential component of a well-rounded education. Studying art as a discipline and producing visual art not only stimulate and foster creativity and higher order thinking, but also serve as excellent means of transmitting culture and enhancing communication.

Missourians have long recognized the important role of art education by requiring all public schools to provide art instruction to all elementary students, by requiring art to be offered in all high schools, and by including fine arts in the requirements for graduation from high school.

This publication represents an important joint effort by the Missouri Art Education Association and the Missouri Department of Elementary and Secondary Education to ensure that, as we strive for educational excellence, we do not overlook the important contribution of art education.

I hope that all principals, curriculum specialists and teachers of art will use the "Art Competencies and Key *Skills* for Missouri *Schools*" as the basis for reviewing and revising art curriculum at all levels. Strong curriculum, effective instruction, and credible measurement of achievement in art will ensure that art education continues to be one of the essential elements in all schools' curriculum.

Robert E. Bartman
Commissioner of Education

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ADMINISTRATIVE GUIDELINES

INTRODUCTION

Art education provides children with an accessible avenue for visual communication. The study of art and the participation in art activities enables children to learn that expression of their feelings and ideas is a significant kind of human behavior. It is important for children to learn that imagination, originality and resourcefulness are higher forms of human thought.

It is the responsibility of the school district to assure that all students are provided with a quality visual art program based upon a required set of well-planned art competencies and key skills. It is the responsibility of the teacher to provide quality instruction directly related to state and local visual art competencies and key skills.

It is recommended that each district develop written curriculum guidelines, policies and procedures which assure effective methods of instruction. The implementation of these written guidelines, policies and procedures can be accomplished when the board of education, administrators, teachers, parents and students work together cooperatively.

ADMINISTRATIVE AREAS AND CONCERNS

The following areas and concerns should be addressed appropriately by districts desiring to establish and maintain a satisfactory visual art program.

SAFETY

Each school district should have written policies for emergency care of art-related injuries and safety procedures for the proper use of materials in the art classroom. Teachers should follow the district's emergency care and safety policies and see that strict practices are followed to prevent possible injuries.

INSTRUCTIONAL PERSONNEL

Visual art should be taught by certificated visual art teachers. Teachers with a baccalaureate degree are encouraged to pursue a Master's degree or a program of professional development in visual art which will improve teaching competence.

ENROLLMENT, TIME ALLOTMENT, CREDIT

ELEMENTARY

All elementary school children should be enrolled in visual art. Time allotments must be those required for classification and accreditation. Recommended time is at least 30 minutes per week for kindergarten and 60 minutes per week for grades one through six.

JUNIOR HIGH – MIDDLE SCHOOL

A program that fulfills the required time allotment for classification and accreditation is necessary. The time allotments vary according to the plan followed by the school district. One example would be the requirement of all sixth and seventh grade students to be enrolled in visual arts class for 250 minutes per week for nine weeks. Another recommendation is a program of 50 minutes per week for the year. Eighth grade students have the opportunity to elect a visual arts course for a semester.

HIGH SCHOOL

All students graduating from high school must earn at least one unit of credit in fine arts. Time allotment and credit must be equal to that required for classification and accreditation.

IN-SERVICE TRAINING

All school districts are required by the Missouri Classification Program and the new, revised Missouri School Improvement Program to provide systematic opportunities for professional development by all teachers. Art teachers should participate actively in professional development plans both to insure that their individual needs as teachers are met by professional development opportunities and to insure that other teachers have opportunities to better understand the visual arts and how their teaching responsibilities can be supportive of students' mastery of art competencies and skills.

ELEMENTARY ART

Participation in the elementary art program allows the student the opportunity to experience the process of creation. It enhances his or her ability to make critical judgments and reasoned choices. The student is able to expand his or her awareness and to develop literacy in the universal language of visual imagery.

The elementary art program helps the student to explore and to develop skills for understanding, experiencing and evaluating visual art.

KINDERGARTEN

A. Know appropriate art media, methods and tools, and the artistic problem–solving processes.

The learner will:

1. use a variety of media to draw and paint.
2. use scissors and glue with control.
3. use a variety of processes to connect and combine materials.
4. use processes to build vertically and horizontally.
5. use clay processes of pushing, pulling, rolling, rubbing and squeezing.
6. not copy the teacher's theme and composition.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. identify and draw different kinds of lines (straight, curved, angular, broad and narrow).
2. close lines to create shapes.
3. identify and draw basic geometric shapes.
4. identify primary and secondary colors and black and white.
5. identify light and dark colors.
6. be aware of various types of textures.
7. identify textures in the environment.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. look at, respond to and care for his or her own art.

D. Demonstrate an understanding of the role of art in a social context.

The learner will:

1. examine and discuss visual images found in the classroom.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain their evaluations.

The learner will:

1. discuss and define art vocabulary appropriate to this grade level.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. describe how a work of art makes him or her feel.

GRADE 1

A. Know appropriate art media, methods and tools, and the artistic problem–solving processes.

The learner will:

1. use and care for art tools in the classroom.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. identify and use vertical, horizontal and diagonal lines.
2. apply and describe lines in works of art.
3. identify both organic and geometric shapes.
4. combine primary colors to create secondary colors
5. make colors darker and lighter.
6. recognize and describe differences in textures that are touched and seen.
7. identify basic geometric forms.
8. identify movement in compositions.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. examine and respond to works of art.
2. discuss subject matter and motifs depicted in works of art (animals, people, shelter).

D. Demonstrate an understanding of the role of art in a social context.

The learner will:

1. identify and discuss visual images in society that are used as means of communication.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain their evaluations.

The learner will:

1. define and use vocabulary appropriate to areas and processes studied.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. describe and identify the effects works of art may have on people.

GRADE 2

A. Know appropriate art media, methods and tools, and the artistic problem–solving processes.

The learner will:

1. use a variety of tools and processes for personal expression.
2. use various controlled brush techniques.
3. use and combine techniques of working with paper.
4. discuss the methods and processes he or she has used to make art works.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. combine shapes to make larger shapes.
2. recognize different groupings of colors.
3. use light colors next to dark colors for value contrast.
4. distinguish between invented and natural textures.
5. identify differences among forms in the environment.
6. recognize the differences between two–dimensional and three–dimensional works.
7. identify and use repetition to achieve pattern.
8. identify size relationships within an arrangement.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. describe general subjects, categories and motifs found in works of art (landscape, still lifes, portraits, shelters, seasons).
2. identify and discuss basic art media used by artists to create works of art.

D. Demonstrate an understanding of the role of art in a social context.

The learner will:

1. examine the visual qualities of constructed products.
2. examine the way individuals and groups express their identity.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain their evaluations.

The learner will:

1. compare and contrast differences among drawing, painting and sculpture.
2. describe similarities and differences between natural and constructed forms.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. identify and describe the reasons that people create art.

GRADE 3

A. Know appropriate art media, methods and tools, and the artistic problem–solving processes.

The learner will:

1. use a variety of drawing techniques with control.
2. push, pull, drag and/or scrape various media to make a variety of marks or strokes.
3. use clay assembly processes.
4. use a printmaking process.
5. choose the medium to best express an idea from a limited range of media.
6. identify two or three possible solutions for expressing an idea.
7. recognize that the making of art requires thought and knowledge.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. use repeated lines to make patterns.
2. recognize positive and negative shapes.
3. use shapes to develop an overall pattern.
4. identify and use warm and cool colors.
5. differentiate between tint and shade.
6. use color groupings.
7. define foreground, middleground and background.
8. recognize and use change of scale, placement on the page and overlapping of shapes to create the illusion of depth on a picture plane.
9. use balance in compositions.
10. use repetition to achieve rhythms.
11. use size relationships in arrangements.
12. recognize relationships among elements and principles in arrangements.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. examine different styles of art.
2. examine and talk about art objects to discover general ideas about how the work was made and the media used.

D. Demonstrate an understanding of the role of art in social context.

The learner will:

1. discuss why people create art.
2. examine such visual forms as clothing, insignias and public buildings for expressions of group identity.
3. describe the meaning associated with colors used in the environment.
4. explore types of spaces within an environment.
5. explore possible solutions to product and environmental problems.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain their evaluations.

The learner will:

1. develop acceptance of self and others' art works.
2. recognize that same subject matter or theme can be portrayed by different artists in different ways.
3. explore and describe common meanings and symbols in works of art.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. identify how different cultures use art in different ways.
2. describe how art is used as a symbolic means of communication.

GRADE 4

A. Know appropriate art media, methods and tools, and the artistic problem–solving processes.

The learner will:

1. use effective transparent and opaque painting techniques.
2. use paper techniques with control.
3. expand upon an idea when making art.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. use expressive line quality.
2. demonstrate the use of positive and negative shapes.
3. mix intermediate colors.
4. use color to create focal points.
5. use arrangements of elements to achieve balance.
6. describe visual arrangements that portray certain elements as more important than others.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. identify local, state and regional artists.
2. compare visual clues that influence the meaning of works of art.
3. examine art–related information in books.

D. Demonstrate an understanding of the role of art in social context.

The learner will:

1. compare the influences of the materials on which products are made on peoples' reactions and interactions with the products.
2. describe the uses of visual images in television, film and advertising.
3. describe how visual forms contribute to group identification.
4. identify and discuss the purpose of local, state and/or national museums.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain their evaluations.

The learner will:

1. make conscious choices concerning art works using his or her knowledge of art and appropriate art vocabulary.
2. compare and interpret art works based on common themes.
3. use appropriate sequential processes for evaluating art.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. examine how the environment is affected by the inclusion or elimination of an art object.
2. use the elements and principles of design to analyze works of art, other constructed objects and natural forms.
3. examine thought, emotion, problem–solving and skill as part of the process of making art.

GRADE 5

A. Know appropriate art media, methods and tools, and the artistic problem–solving process.

The learner will:

1. use additive, subtractive and assemblage techniques for sculpture.
2. identify problems encountered while making art and develop possible solutions.
3. examine the created art products and working methods.
4. make comparisons between characteristics of media and ideas for expression.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. use line to depict the illusion of depth.
2. identify shape as a two–dimensional concept consisting of length and width.
3. use warm and cool colors to create the illusion of depth.
4. use various color relationships.
5. use value to suggest light and shadow.
6. identify form as a three–dimensional concept consisting of length, width and depth.
7. compare the relationship of the cone, cube, sphere, cylinder and pyramid to forms in the environment.
8. point out arrangements of elements that have unity.
9. identify contrasts between similar elements in works of art.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. categorize art works by subject matter and style.
2. compare differences found in various styles of architecture.
3. identify and describe the artistic contributions of various American artists, including artists of different ethnic groups.

D. Demonstrate an understanding of the role of art in a social context.

The learner will:

1. compare images, symbolism and uses of similar products within different societies.
2. identify ways of changing and improving the visual environment.
3. identify and discuss local, state and national museums and the collections.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain the evaluations.

The learner will:

1. examine the compositions of visual images.
2. make decisions about what is needed to improve and complete art work.
3. classify and describe art works according to the concepts of representational, nonobjective and abstract.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. identify emotions, values and ideas perceived from works of art.
2. illustrate how responses to art works can be both positive and negative.

GRADE 6

A. Know appropriate art media, methods and tools, and the artistic problem–solving processes.

The learner will:

1. design objects to serve a specific purpose or function.
2. select media for its inherent characteristics and expressive qualities.
3. initiate, invent and create in a variety of art media.
4. demonstrate concern for the final appearance of his or her art works.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. experiment with a variety of linear techniques to show values.
2. use color to express moods and spatial relationships.
3. utilize changes in value to depict the illusion of volume on the picture plane.
4. use textures expressively.
5. create the illusion of depth by the methods of depicting distant objects with less detail, directional lines, changes of value, placement on the page, change of scale and overlapping shapes.
6. use arrangements of elements to achieve unity.
7. use contrasts between elements to achieve interest.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. compare major art works from different times and cultures.
2. recognize and name artists of different cultures and times.
3. discuss visual relationships between art styles.

D. Demonstrate an understanding of the role of art in a social context.

The learner will:

1. identify and describe the possible meaning of imagery used in our culture.
2. describe how visual images are used for celebrating important life events in a variety of cultures.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain their evaluations.

The learner will:

1. recognize visual characteristics of media.
2. identify responses to art works depicting different emotions.
3. employ the spontaneous use of art vocabulary in conversations.
4. critique art using analysis and justification with appropriate art vocabulary.
5. apply different criteria for judging works of art.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. utilize elements and principles of design to analyze works of art and other constructed objects.
2. compare how artists express values and ideas in works of art.
3. know that the perception of the viewer brings meaning to the symbols, values, feelings and ideas embodied in a work of art.

JUNIOR HIGH/
MIDDLE SCHOOL ART

Art at the junior high/middle school provides the students with opportunities to experience the process of creating art. Learning the proper use of tools and materials will enable students to relate their ideas with the ideas of artists. The students will also learn about the significance of art in the historical and cultural development of mankind. Relating creative solutions to visual problems will provide opportunities for individual expressions.

GRADES 7 & 8

A. Know appropriate art media, methods and tools, and the artistic problem–solving process.

The learner will:

1. demonstrate proper use, control and maintenance of tools and media.
2. describe and/or illustrate the possibilities and limitations of the various media.
3. demonstrate control of media to depict complex images on two-dimensional art works.
4. control media and technique to develop three–dimensional art works.
5. show an awareness of photography, video and computers as art media and tools.
6. adapt ideas for expressions to media and techniques.
7. evaluate his or her final products in terms of media, method and choices.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. use implied lines to define shapes, forms and directions.
2. describe and utilize the relationships between shapes within a composition.
3. compare the effect of juxtapositions of color.
4. describe how color is affected by atmosphere.
5. emphasize textures in various three–dimensional objects.
6. organize arrangements of elements to achieve unity and variety in composition.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. describe how artists' works and lives are influenced by past and present cultures.
2. identify artists who have achieved regional, national and international recognition.
3. compare the subject matter and themes in art of different cultures.
4. compare the way similar themes are expressed in different styles of art.
5. analyze how changes in history and materials contribute to change in style.

D. Demonstrate an understanding of the role of art in a social context.

The learner will:

1. describe the use of art in contemporary culture.
2. identify a variety of art forms used in business and industry.
3. recognize that artists are influenced by both natural and constructed forms.
4. know the artistic process begins with visual images.
5. discuss architecture as a reflection of change in technology and society.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain their evaluation.

The learner will:

1. make value judgments about art works based upon established criteria.
2. expand the abilities to describe, analyze and evaluate works of art.
3. recognize and value individual differences in style.
4. examine art work for comparisons among theme, style and subject matter.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. compare representational, abstract, and nonobjective art works.
2. recognize that personal responses to works of art are affected by values.
3. explain criteria for personal responses to works of art.
4. recognize appropriateness of media for the expressions of the artist's intent.
5. recognize that the purpose of art is more than the imitation of reality.

SENIOR HIGH

The Art Competencies and Key Skills grades 9–12, reflect the developmental sequence of the elements of art, principles of design, and studies in art history, aesthetics, and criticism. Acceptable courses in the secondary visual arts should include in–depth study in the techniques of at least one art medium, as well as practice in several media. There are various ways that school districts can develop curriculum to meet the goals of the Missouri Art Competencies and Key Skills. The size of the district, student interest, and resources available will have an influence on the design of the senior high visual arts curriculum.

GRADES 9–12

A. Know appropriate art media, methods and tools, and the artistic problem solving process.

The learner will:

1. develop and refine ideas for expression.
2. demonstrate skills in at least one art medium to express ideas.
3. safely use various tools to create and finish art works.
4. independently select appropriate materials, tools and processes to express ideas, feelings and experiences.
5. compare the inherent characteristics of a variety of drawing, painting and sculpture media.
6. demonstrate craftsmanship in drawing and painting through control of media and techniques.
7. create surface decoration for two–dimensional and/or three–dimensional objects.
8. design objects for a specific function.
9. work independently through sequential stages and processes to successful conclusions of art works.
10. explain the techniques and processes used.
11. prepare art for display.
12. critically evaluate personal art work.
13. describe how ideas for visual expressions are personal interpretations.
14. independently identify areas for expression and research possible solutions to visual problems.
15. research possible solutions, choose appropriate media and techniques, complete the expression, and critique the completed product.

B. Recognize and successfully employ the elements and principles of design.

The learner will:

1. utilize a variety of linear expressions in composition.
2. define shapes by changes in color, value, texture and line.
3. perceive and analyze a composition as a series of interlocking shapes.
4. utilize negative shapes.
5. define and utilize hue, value and intensity.
6. use changes in color/value/intensity for expressive effects and to depict spatial relationships.
7. use color value changes to connect points within a composition.
8. analyze the influence of context on color appearance.
9. create illusions of texture.
10. depict value changes by varying density of texture.
11. define the differences between actual and implied texture.
12. create the appearance of volume with flat planes or shapes.
13. utilize the space around and within forms.
14. utilize the concepts of real or implied linear and/or atmospheric perspective.
15. demonstrate that various combinations of the elements and principles of design can be utilized to express ideas in unified forms.

C. Understand that people have visually recorded experiences and expressed ideas throughout time.

The learner will:

1. examine the concepts and historical context leading to various movements in art.
2. discuss and investigate current issues in the art world.
3. interpret and critique art works in relationship to the time and culture in which they were created.
4. use art works from other times and cultures as guides for the visual expression of ideas and experiences.
5. compare the influence various art styles and artists have on one another.
6. research the works of artists.
7. analyze the differences in art media used in various cultures and relate the findings to historical and contemporary art works.
8. compare and contrast the styles of major works of art by examining the social, political and economic contexts in which the works occurred.

D. Demonstrate an understanding of the role of art in a social context.

The learner will:

1. identify the aesthetic needs of people.
2. compare fad and fashions as they relate to design.
3. compare the values people place on different styles of the same type of object.
4. compare the effects objects and environment have on human behavior.
5. compare the product designs of objects from other cultures.
6. examine the environment for contradictory visual messages.
7. analyze how architecture reflects environmental, technological and societal influences.
8. examine the knowledge available to a culture as it influences artists' creations of art works.
9. examine the values and beliefs of people in relation to their perceptions of art, visual images and the environment.

E. Describe, interpret and judge works of art, and use appropriate art vocabulary to explain their evaluation.

The learner will:

1. exhibit an expanded use and understanding of the art vocabulary.
2. describe the appropriateness of media and technique used in works of art.
3. compare and contrast visual and tactile qualities in a work of art.
4. analyze criteria for judging works of art, and examine personal criteria and values for judging works of art.
5. analyze the relationship between form, function and media within an art work.
6. investigate how a change in media or technique would alter the appearance, meaning and impact of the art work.
7. analyze and evaluate the relationships among the elements and principles of design.

F. Demonstrate an understanding of personal, group and cultural relationships and interactions with art.

The learner will:

1. interpret art works within their historical context.
2. recognize a broad range of aesthetic responses.
3. defend aesthetic value statements with objective criteria.
4. recognize art as a part of the human context.
5. discuss how aesthetic values are expressed in art.
6. examine the meaning of art.
7. discuss cultural differences in determination of aesthetic responses to art.
8. know that the perception of the viewer brings meaning to the symbols, values and ideas embodied in a work of art.
9. discuss how the amount of knowledge about the context in which a work was made affects the viewer's aesthetic response.

ELEMENTS OF ART

LINE	The path of a moving point
SHAPE	An area enclosed by line, or set apart from the surrounding areas by differences in color/value and/or texture (two–dimensional)
COLOR	The reflected quality of a surface based on pigment or light
VALUE	The range from white through the grays to black, either independent of color or within hues and mixtures of hues
TEXTURE	The tactile qualities of surfaces either actual or implied
FORM	A three–dimensional object or the illusion of a three–dimensional object
SPACE	A volume or area available for occupation by the Elements of Art

PRINCIPLES OF DESIGN

BALANCE	An arrangement of elements to achieve a state of equilibrium
RHYTHM	A feeling of movement achieved by repetition of regulated visual elements
CONTRAST	A difference between elements in a work of art
EMPHASIS/ DOMINANCE	The visual organization that suggests that certain elements should assume more importance that others
PROPORTION	The size relationship of elements to whole and to one another
UNITY	A coherent relationship among the elements in a work of art

DEVELOPMENTAL SEQUENCE

Know appropriate art media, methods and tools, and the artistic problem–solving processes.

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
use a variety of media to draw and paint	■	□	□	□	□	□	□	□	□
use scissors and glue with control	■	□	□	□	□	□	□		
use a variety of processes to connect and combine materials	■	□	□	□	□	□	□	□	□
use processes to build vertically and horizontally	■	□	□	□	□	□	□	□	□
use clay processes of pushing, pulling, rolling, rubbing and squeezing	■	□	□	□	□				
not copy the teacher's theme and composition	■	□	□	□	□	□	□		
use and care for art tools in the classroom		■	□	□	□	□	□	□	□
use a variety of tools and processes for personal expression			■	□	□	□	□	□	□
use various controlled brush techniques			■	□	□	□	□	□	□
use and combine techniques of working with paper			■	□	□	□	□		
discuss the methods and process he or she has used to make art works			■	□	□	□	□	□	□
use a variety of drawing techniques with control				■	□	□	□	□	□
push, pull, drag and/or scrape various media to make a variety of marks or strokes				■	□	□	□	□	□
use clay assembly processes				■	□	□	□	□	□
use a printmaking process				■	□	□	□	□	□
choose the medium to best express an idea from a limited range of media				■	□	□	□	□	□
identify two or three possible solutions for expressing an idea				■	□	□	□	□	□

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Know appropriate art media, methods and tools, and the artistic problem–solving processes.

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
recognize that the making of art requires thought and knowledge				■	□	□	□	□	□
use effective transparent and opaque painting techniques					■	□	□	□	□
use paper techniques with control					■	□	□	□	□
expand upon an idea when making art					■	□	□	□	□
use additive, subtractive and assemblage techniques for sculpture						■	□	□	□
identify problems encountered while making art and develop possible solutions						■	□	□	□
examine the created art products and working methods						■	□	□	□
make comparisons between characteristics of media and ideas for expression						■	□	□	□
design objects to serve a specific purpose or function							■	□	□
select media for its inherent characteristics and expressive qualities							■	□	□
initiate, invent and create in a variety of art media							■	□	□
demonstrate concern for the final appearance of his or her art work							■	□	□
demonstrate proper use, control and maintenance of tools and media								■	□
describe and/or illustrate the possibilities and limitations of the various media								■	□

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Know appropriate art media, methods and tools, and the artistic problem-solving processes.

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
demonstrate control of media to depict complex images on two–dimensional art works								■	□
control media and technique to develop three–dimensional art works								■	□
show an awareness of photography, video and computers as art medias and tools								■	□
adapt ideas for expressions to media and techniques								■	□
evaluate his or her final products in terms of media, methods and choices.								■	□
develop and refine ideas for expression									■
demonstrate skills in at least one art medium to express ideas									■
safely use various tools to create and finish art works									■
independently select appropriate materials, tools and processes to express ideas, feelings and experiences									■
compare the inherent characteristics of a variety of drawing, painting and sculpture media									■
demonstrate craftsmanship in drawing and painting through control of media and techniques									■
create surface decoration for two–dimensional and/or three–dimensional objects									■
design objects for a specific function									■
work independently through sequential stages and processes to successful conclusions of art works									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Know appropriate art media, methods and tools, and the artistic problem-solving processes.

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
explain the techniques and processes used									■
prepare art for display									■
critically evaluate personal art work									■
describe how ideas for visual expression are personal interpretations									■
independently identify areas for expression and research possible solutions to visual problems									■
research possible solutions, choose appropriate media and techniques, complete the expression, and critique the complete product									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Recognize and successfully employ the elements and principles of design

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
identify and draw different kinds of lines (straight, curved, angular, broad and narrow)	■	□	□	□	□	□	□	□	□
close lines to create shapes	■	□	□	□	□	□	□	□	□
identify and draw basic geometric shapes	■	□	□	□	□	□	□	□	□
identify primary and secondary colors and black and white	■	□	□	□	□	□	□	□	□
identify light and dark colors	■	□	□	□	□	□	□	□	□
be aware of various types of textures	■	□	□	□	□	□	□	□	□
identify textures in the environment	■	□	□	□	□	□	□	□	□
identify and use vertical, horizontal and diagonal lines		■	□	□	□	□	□	□	□
apply and describe lines in works of art		■	□	□	□	□	□	□	□
identify both organic and geometric shapes		■	□	□	□	□	□	□	□
combine primary colors to create secondary colors		■	□	□	□	□	□	□	□
make colors darker and lighter		■	□	□	□	□	□	□	□
recognize and describe differences in textures that are touched and seen		■	□	□	□	□	□		
identify basic geometric forms		■	□	□	□	□	□	□	□
identify movement in compositions		■	□	□	□	□	□	□	□
combine shapes to make larger shapes			■	□	□	□	□	□	□
recognize different groupings of color			■	□	□	□	□	□	□
use light colors next to dark colors for value contrast			■	□	□	□	□	□	□

INTRODUCE ■ CONTINUE □

DELOPMENTAL SEQUENCE

Recognize and successfully employ the elements and principles of design

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
distinguish between invented and natural textures			■	□	□	□	□	□	□
identify differences among forms in the environment			■	□	□	□	□	□	□
recognize the differences between two–dimensional and three–dimensional works			■	□	□	□	□	□	□
identify and use repetition to achieve pattern			■	□	□	□	□	□	□
identify size relationships within an arrangement			■	□	□	□	□	□	□
use repeated lines to make patterns				■	□	□	□	□	□
recognize positive and negative shapes				■	□	□	□	□	□
use shapes to develop an overall pattern				■	□	□	□	□	□
identify and use warm and cool colors				■	□	□	□	□	□
differentiate between tint and shade				■	□	□	□	□	□
use color groupings				■	□	□	□	□	□
define foreground, middle–ground and background				■	□	□	□	□	□
recognize and use change of scale, placement on the page and overlapping of shapes to create the illusion of depth on a picture plane				■	□	□	□	□	□
use balance in compositions				■	□	□	□	□	□
use repetition to achieve rhythms				■	□	□	□	□	□
use size relationships in arrangements				■	□	□	□	□	□
recognize relationships among elements and principles in arrangements				■	□	□	□	□	□

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Recognize and successfully employ the elements and principles of design

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
use expressive line quality					■	□	□	□	□
demonstrate the use of positive and negative shapes					■	□	□	□	□
mix intermediate colors					■	□	□	□	□
use color to create focal points					■	□	□	□	□
use arrangements of elements to achieve balance					■	□	□	□	□
describe visual arrangements that portray certain elements as more important that others					■	□	□	□	□
use line to depict the illusion of depth						■	□	□	□
identify shape as a two–dimensional concept consisting of length and width						■	□	□	□
use warm and cool colors to create the illusion of depth						■	□	□	□
use various color relationships						■	□	□	□
use value to suggest light and shadow						■	□	□	□
identify form as a three–dimensional concept consisting of length, width and depth						■	□	□	□
compare the relationship of the cone, cube, sphere, cylinder and pyramid to forms in the environment						■	□	□	□
point out arrangements of elements that have unity						■	□	□	□
identify contrasts between similar elements in works of art						■	□	□	□
experiment with a variety of linear techniques to show value							■	□	□

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Recognize and successfully employ the elements and principles of design

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
use color to express moods and spatial relationships							■	□	□
utilize changes in value to depict the illusion of volume on the picture plane							■	□	□
use texture expressively							■	□	□
create the illusion of depth by the methods of depicting distant objects with less detail, directional lines, changes of value, placement on the page, change of scale and overlapping shapes							■	□	□
use arrangements of elements to achieve unity							■	□	□
use contrasts between elements to achieve interest							■	□	□
use implied lines to define shapes, forms and directions								■	□
describe and utilize the relationships between shapes within a composition								■	□
compare the effect of juxtapositions of color								■	□
describe how color is affected by atmosphere								■	□
emphasize textures in various three–dimensional objects								■	□
organize arrangements of elements to achieve unity and variety in compositions								■	□
utilize a variety of linear expressions in composition									■
define shapes by change in color, value, texture and line									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Recognize and successfully employ the elements and principles of design

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
perceive and analyze a composition as a series of interlocking shapes									■
utilize negative shapes									■
define and utilize hue, value and intensity									■
use changes in color/value/intensity for expressive effects and to depict spatial relationships									■
use color value changes to connect points within a composition									■
analyze the influence of context on color appearance									■
create illusions of texture									■
depict value changes by varying density of texture									■
define the differences between actual and implied texture									■
create the appearance of volume with flat planes or shapes									■
utilize the spaces around and within forms									■
utilize the concepts of real or implied linear and/or atmospheric perspective									■
demonstrate that various combinations of the elements and principles of design can be utilized to express ideas in unified forms									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Understand that people have visually recorded experiences and expressed ideas throughout time

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
look at, respond to and care for his or her own art	■	□	□	□	□	□	□	□	□
examine and respond to works of art		■	□	□	□	□	□	□	□
discuss subject matter and motifs depicted in works of art (animals, people, shelter)		■	□	□	□	□	□		
describe general subjects, categories and motifs found in works of art (landscapes, still lifes, portraits, shelters, seasons)			■	□	□	□	□	□	□
identify and discuss basic art media used by artists to create works of art			■	□	□	□	□	□	□
examine different styles of art				■	□	□	□	□	□
examine and talk about art objects to discover general ideas about how the work was made and the media used				■	□	□	□	□	□
identify local, state and regional artists					■	□	□	□	□
compare visual clues that influence the meaning of works of art					■	□	□	□	□
examine art-related information in books					■	□	□	□	□
categorize art works by subject matter and style						■	□	□	□
compare differences found in various styles of architecture						■	□	□	□
identify and describe the artistic contributions of various American artists, including artists of different ethnic groups						■	□	□	□
compare major art works from different times and cultures							■	□	□
recognize and name artists of different cultures and times							■	□	□

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Understand that people have visually recorded experiences and expressed ideas throughout time

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
discuss visual relationships between art styles							■	□	□
describe how artists' works and lives are influenced by past and present cultures								■	□
identify artists who have achieved regional, national and international recognition								■	□
compare the subject matter and themes in the art of different cultures								■	□
compare the way similar themes are expressed in different styles of art								■	□
analyze how changes in history and materials contribute to change in style								■	□
examine the concepts and historical context leading to various movements in art									■
discuss and investigate current issues in the art world									■
interpret and critique art works in relationship to the time and culture in which they were created									■
use art works from other times and cultures as guides for the visual expression of ideas and experiences									■
compare the influence various art styles and artists have on one another									■
research the works of artists									■
analyze the differences in art media used in various cultures and relate the findings to historical and contemporary art works									■
compare and contrast the styles of major works of art by examining the social, political and economic contexts in which the works occurred									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Demonstrate an understanding of the role of art in a social context

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
examine and discuss visual images found in the classroom	■	□	□	□	□	□	□	□	□
identify and discuss visual images in society that are used as means of communication		■	□	□	□	□	□	□	□
examine the visual qualities of constructed products			■	□	□	□	□	□	□
examine the way individuals and groups express their identity			■	□	□	□	□	□	□
discuss why people create art				■	□	□	□	□	□
examine such visual forms as clothing, insignias and public buildings for expressions of group identity				■	□	□	□	□	□
describe the meaning associated with colors used in the environment				■	□	□	□	□	□
explore types of spaces within an environment				■	□	□	□	□	□
explore possible solutions to product and environmental problems				■	□	□	□	□	□
compare the influence of the materials of which products are made on peoples' reactions and interactions with the products					■	□	□	□	□
describe the uses of visual images in television, film and advertising					■	□	□	□	□
describe how visual forms contribute to group identification					■	□	□	□	□
identify and discuss the purpose of local, state and/or national museums					■	□	□	□	□
compare images, symbolism and uses of similar products within different societies						■	□	□	□

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Demonstrate an understanding of the role of art in a social context

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
identify ways of changing and improving the visual environment						■	□	□	□
identify and discuss local, state and national museums and their collections						■	□	□	□
identify and describe the possible meaning of imagery used in our culture							■	□	□
describe how visual images are used for celebrating important life events in a variety of cultures							■	□	□
describe the use of art in contemporary culture								■	□
identify a variety of art forms used in business and industry								■	□
recognize that artists are influenced by both natural and constructed forms								■	□
know the artistic process begins with visual images								■	□
discuss architecture as a reflection of change in technology and society								■	□
identify the aesthetic needs of people									■
compare fad and fashion as they relate to design									■
compare the values people place on different styles of the same type of object									■
compare the effects objects and environment have on human behavior									■
compare the product designs of objects from other cultures									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Demonstrate an understanding of the role of art in a social context

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
examine the environment for contradictory visual messages									■
analyze how architecture reflects environmental, technological and societal influences									■
examine the knowledge available to a culture as it influences artists' creations of art works									■
examine the values and beliefs of people in relation to their perceptions of art, visual images and the environment									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Describe, interpret and judge works of art, and use appropriate art vocabulary to explain the evaluations

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
discuss and define art vocabulary appropriate to this grade level	■	□	□	□	□	□	□	□	□
define and use vocabulary appropriate to areas and processes studied		■	□	□	□	□	□	□	□
compare and contrast differences among drawing, painting and sculpture			■	□	□	□	□	□	□
describe similarities and differences between natural and constructed forms			■	□	□	□	□	□	□
develop acceptance of self and others' art work				■	□	□	□	□	□
recognize that the same subject matter or theme can be portrayed by different artists in different ways				■	□	□	□	□	□
explore and describe common meanings and symbols in works of art				■	□	□	□	□	□
make conscious choices concerning art works using his or her knowledge of art and appropriate art vocabulary					■	□	□	□	□
compare and interpret art works based on common themes					■	□	□	□	□
use appropriate sequential processes for evaluating art					■	□	□	□	□
examine the compositions of visual images						■	□	□	□
make decisions about what is needed to improve and complete art work						■	□	□	□
classify and describe art works according to the concepts of representational, nonobjective and abstract						■	□	□	□

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Describe, interpret and judge works of art, and use appropriate art vocabulary to explain the evaluations

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
recognize visual characteristics of media							■	□	□
identify responses to art works depicting different emotions							■	□	□
employ the spontaneous use of art vocabulary in conversations							■	□	□
critique art using analysis and justification with appropriate art vocabulary							■	□	□
apply different criteria for judging works of art							■	□	□
make value judgments about art works based upon established criteria								■	□
expand the abilities to describe, analyze and evaluate works of art								■	□
recognize and value individual differences in style								■	□
examine art works for comparisons among theme, style and subject matter								■	□
exhibit an expanded use and understanding of the art vocabulary									■
describe the appropriateness of media and technique used in works of art									■
compare and contrast visual and tactile qualities in a work of art									■
analyze criteria for judging works of art, and examine personal criteria and values for judging works of art									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Describe, interpret and judge works of art, and use appropriate art vocabulary to explain the evaluations

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
analyze the relationship between form, function and media within an art work									■
investigate how a change in media or technique would alter the appearance, meaning and impact of the art work									■
analyze and evaluate the relationships among the elements and principles of design									■

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Demonstrate an understanding of personal, group and cultural relationships and interactions with art

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
describe how a work of art makes him or her feel	■	□	□	□	□	□	□	□	□
describe and identify the effects works of art may have on people		■	□	□	□	□	□	□	□
identify and describe the reasons that people create art			■	□	□	□	□	□	□
identify how different cultures use art in different ways				■	□	□	□	□	□
describe how art is used as a symbolic means of communication				■	□	□	□	□	□
examine how the environment is affected by the inclusion or elimination of an art object					■	□	□	□	□
use the elements and principles of design to analyze works of art, other constructed objects and natural forms					■	□	□	□	□
examine thought, emotion, problem-solving and skill as part of the process of making art					■	□	□	□	□
identify emotions, values and ideas perceived from works of art						■	□	□	□
illustrate how responses to art works can be both positive and negative						■	□	□	□
utilize elements and principles of design to analyze works of art and other constructed objects							■	□	□
compare how artists express values and ideas in works of art							■	□	□
know that the perception of the viewer brings meaning to the symbols, values, feelings and ideas embodied in a work of art							■	□	□

INTRODUCE ■ CONTINUE □

DEVELOPMENTAL SEQUENCE

Demonstrate an understanding of personal, group and cultural relationships and interactions with art

	K	1	2	3	4	5	6	7-8	9-12
THE LEARNER WILL:									
compare representational, abstract, and nonobjective art works								■	□
recognize that personal responses to works of art are affected by values								■	□
explain criteria for personal responses to works of art								■	□
recognize appropriateness of media for the expressions of the artist's intent								■	□
recognize that the purpose of art is more than the imitation of reality								■	□
interpret art works within their historical context									■
recognize a broad range of aesthetic responses									■
defend aesthetic value statements with objective criteria									■
recognize art as a part of the human context									■
discuss how aesthetic values are expressed in art									■
examine the meaning of art									■
discuss cultural differences in the determination of the aesthetic responses to art, and value of art									■
know that the perception of the viewer brings meaning to the symbols, values and ideas embodied in a work of art									■
discuss how the amount of knowledge about the context in which a work was made affects the viewer's aesthetic response									■

INTRODUCE ■ CONTINUE □